Reviewing Progress and
Charting a Course for the Future

School Board Retreat
July 15, 2013
Virginia Beach City Public Schools

Good morning Chairman Edwards, Vice-Chair Brunke, School Board members, and Dr. Merrill. This morning, my colleagues and I from the Strategic Planning Implementation Steering Committee will provide you with an end-of-year update on *Compass to 2015*.

As you are aware, we are at an important point in our strategic plan because 2015 is quickly approaching and the time to begin planning for the next strategic plan is just around the corner. For this reason we thought it would be most useful to organize today's update around two guiding questions.

Guiding Questions

- What progress have we made to date and what evidence supports the progress?

- What do we still need to accomplish to reach our desired destination?

As we move forward it is important to recognize the progress we have made to date, including evidence of our progress, as well as highlight areas we plan to address that we believe will further the work of *Compass to 2015*.

We recognize that you have a full agenda over the next day an a half devoted to important issues for our school division. Because of the compressed time frame for our end-of-year update I want to remind you that you can find additional details about the accomplishments for the 2012-2013 school year in the document we lovingly refer to as the "Blue Master" that you received last week. In addition, we typically prefer to have school and community representatives "do the talking" for the end-of-year update so you can hear the direct impact of *Compass to 2015* from people in the trenches. This year the updates will be provided by the Strategic Objective co-chairs. One other change as a function of the time frame is how we plan to gather your feedback on our priorities.

Gathering Feedback
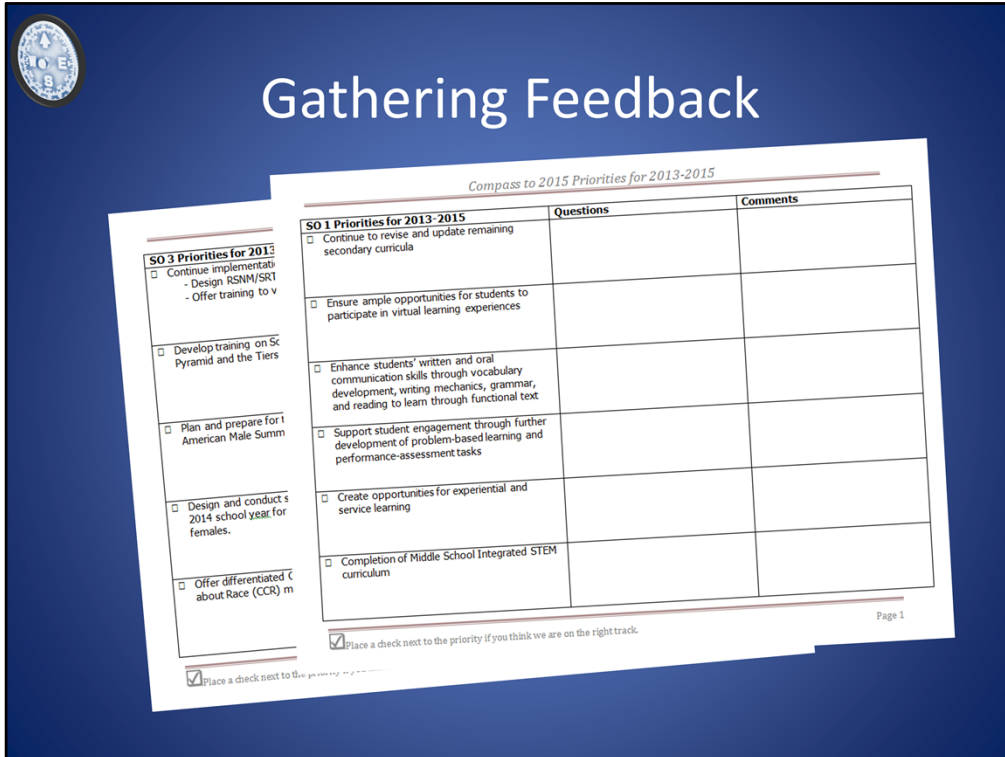
Our plan is to have representatives from each Strategic Objective present their progress and priorities. The priorities that will be presented focus on the near future and include priorities for 2013-2014 as well as 2014-2015. To gather your feedback we have created a graphic organizer that lists the priorities for each Strategic Objective as they appear in today's presentation. Throughout the presentation, and during the question and answer period following the presentation, we are asking that you review the priorities listed and place a checkmark next to the priority if you think we are on the right track with that priority. The graphic organizer has a place for you to jot down any questions or comments you might have about the priority listed. If you do not put a check mark next to the priority, we are asking that you provide a comment explaining why or what would need to happen for that priority to be on track. At the end of the presentation we will have time for questions and comments and although we plan to take notes on what is said during the Q&A we would also like to collect your graphic organizers at the conclusion of our presentation as an additional source of feedback.

The Destination

By 2015, 95 percent or more of VBCPS students will graduate having mastered the skills that they need to succeed as 21st century learners, workers, and citizens.

Academically proficient
Effective communicators and collaborators
Globally aware, independent,
            responsible learners and citizens
Critical and creative thinkers, innovators, and
            problem solvers

Before we get rolling on the updates from the Strategic Objectives co-chairs, I think it is always important to begin every discussion of Compass to 2015 with a reminder of what our end-game is, what we want for our students.

We have an ambitious goal of seeing at least 95 percent of our students graduate with the skills necessary to succeed in the 21st century. As you know, these skills go beyond academic proficiency, requiring students to be effective communicators and collaborators, globally aware and responsible, critical and creative thinkers, innovators, and problem solvers. At the end of the presentation I will share progress measurement on our one goal.

At this point I would like to turn the presentation over to Mr. Joe Burnsworth and Dr. Patti Jenkins, co-Chairs for Strategic Objective 1.

Strategic Objective 1:
Engaging Students

All teachers will engage every student in meaningful, authentic, and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.

Good afternoon. My name is Patti Jenkins, and I, along with my co-chair Joe Burnsworth will be presenting on Strategic Objective #1 today. To remind you, Strategic Objective 1 focuses on engaging students with innovative instructional practices and the use of supportive technologies.

The Work of Strategic Objective 1
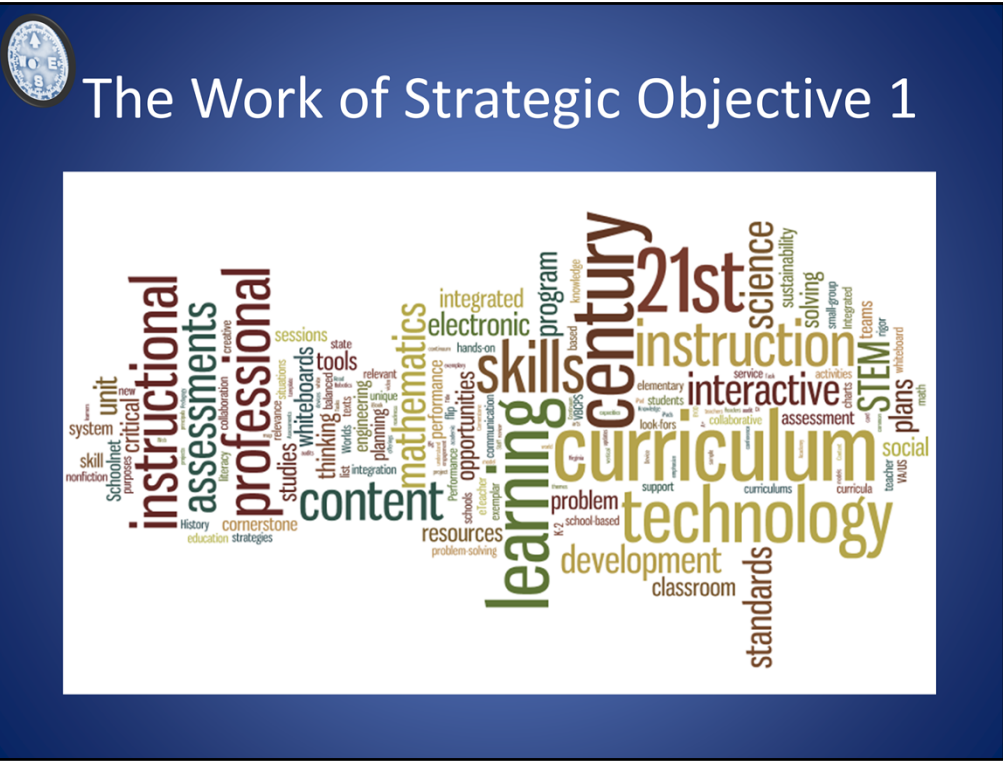
This slide was created using a supportive technology program, called Wordle, which generates a graphic based on the number of times a word is used in a document. The more times the word is used, the bigger the font is shown on the graphic. On this slide you see the graphic created with documents from SO1. Clearly, such topics as curriculum, technology, 21st century, learning, assessments, and skills were essential to the work done in this realm.

Strategic Objective 1: Engaging Students

Major Milestones

- Identified and defined 21st century skills
- Curriculum audits and updates
- Infusion of technology and model for integration
- Bring Your Own Device (BYOD)
- Initiated and expanded opportunities for STEM education
- Expansion of Dual-Enrollment Partnerships
- Approval of First Public Charter School in VBCPS
- Adoption of i-Book for Primary Classroom Resource

Highlights from 2012-2013

ELEMENTARY LEVEL:

- Revised and published new curriculum guides and planning documents in an effort to align local objectives with Standards of Learning
- Infused problem-based learning and performance assessments in areas of social studies, mathematics, and science
- Provided opportunities for students to engage in STEM education
- Showcased student work in STEM Robotics across all grade levels K-12 during the Robotics Challenge

Throughout the presentations for strategic objective, you note that are two columns on each slide. On the left are the major milestones accomplished since the inception of Compass to 2015. On the right you find highlights of the work from the past year.

You will note that that for SO1, there are major milestones that are "ongoing" and still others that have been completed. Working with areas such as infusing technology or revising curriculum is a continual process which requires a great deal of assessment and revision. With new technology comes new challenges and new opportunities for implementation in the classroom. This also leads to new professional learning opportunities, which will bring additional challenges and rewards.

As the state continues to update State Standards and refine assessments, curricula must be revisited and refined with purposeful feedback and input from the instructional staff.

At the Elementary level this year, much time was spent aligning current curriculum with the state standards of learning, while ensuring that the Common Core was included in an effort to provide consistency for our transient students and to eliminate potential gaps in their learning.

Twenty-first century skills were strengthened by infusing problem-based learning and performance-based assessments found throughout the scope of the Elementary School curricula. These units also included an introduction to the engineering-design process, which is essential for growth in the area of STEM education.

STEM education was further enhanced through such opportunities as after-school clubs that focused on building and programming robots to perform specific tasks. This great work cemented 21st century skills, such as critical thinking, problem solving, collaborative work, and communication. The students also had to create a design portfolio which explained the rationale for their design and the process they used to create their robot. Trial and error was a key factor in working through this incredible learning experience! Students clearly demonstrated their resiliency through this process.

Strategic Objective 1: Engaging Students

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Highlights from 2012-2013

ELEMENTARY LEVEL:

- Intensified the focus on non-fiction reading and writing skills in all content areas
- Provided opportunities for students to engage with technology-enhanced assessment (RAMs, Hot Spots, TEI checkpoints)
- Embedded READ 180 into the instructional day to support struggling readers
- Expanded math coaches in K - 5

Non-fiction writing was a focus across the board this year. Students were exposed to document-based response in science, social studies, and English. As a means of providing students with real-world application through writing, students were tasked with garnering information from primary resources in order to support their answers. Answering multiple choice questions are no longer the most common form of summative assessments for our young Elementary students!

In order to support the most recent additions to the SOL assessments, schools received an abundance of technology-enhanced items to include in formative and summative assessments. Technology-Enhanced Items, "Hot Spot" questions, and Rigorous Aerobics for Mathematics questions were provided to all Elementary math teachers. Additionally, teachers and administrators were selected to receive training in these areas through a "Dan Mulligan workshop."

The READ 180 curriculum was formally introduced to the Elementary instructional day to assist struggling readers. Previously, these students were asked to stay after school to receive this support. Data regarding student gains will be available at the end of July. Reflection of the impact of this program may not be evidenced in the most recent SOL scores, as these assessments were formatted differently than in previous years.

Finally, in Elementary highlights, initiatives to include math coaches were expanded this year. Currently, there are 41 schools with coaches assisting in the Elementary School math programs.

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Highlights from 2012-2013

SECONDARY LEVEL:

- Revised and vetted new Middle School curriculum guides and planning documents in areas of English and Mathematics
- Infused performance assessments in social studies, via Cornerstone Assessments
- Infused problem-based learning in mathematics
- Completed 4 middle school STEM units
- Intensified the focus on non-fiction reading & writing skills and vocabulary development in Language Arts

Similar to the Elementary highlights, Secondary schools have begun a dramatic curriculum overhaul. Work in this area was supported by Middle and High School principals and teachers. Curriculum and Instruction specialists met and conferred to gather feedback prior to finalizing curriculum changes and format.

Cornerstone Assessments continue throughout Virginia Beach Middle School social studies classes and are in development for Middle School science.

Problem-based learning has become an integral part of math instruction to ensure that students see relevance in the work taking place in the classroom.

STEM units have been developed for implementation at the Middle School level. Currently, there are 4 units completed which will be available to all teachers at 2 Middle Schools participating in the MCASP grant and to those serving on the development committees. Following this field test, final revisions will be made prior to dissemination across the division.

Non-fiction reading and writing, along with vocabulary development has been a focus in English this year. Specialists across the division have assisted in providing teachers with relevant instruction and resources to accomplish this mission.

Strategic Objective 1: Engaging Students

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Highlights from 2012-2013

SECONDARY LEVEL:
- Provided opportunities for students to engage with technology-enhanced assessment (Hot Spots, TEI checkpoints, Digital Portfolios)
- Enhanced the efforts of schools to utilize IPT data in order to inform daily instruction
- Used an i-book as the primary resource for a credit-bearing course (Personal Finance)
- Provided a greater number of on-line (or electronic) texts and resources
- Added math coaches to 10 of 13 middle school programs

Teachers in Secondary math programs have benefitted from the Dan Mulligan workshops, much like their Elementary School counterparts. TEI and Hot Spot questions were provided to each teacher to support the newly added math questions in standardized assessments. Teachers were able to utilize these questions in both formative and summative evaluations of their students' work.

IPT data was recently added to the SchoolNet database to provide teachers with additional assessments to enrich their instruction. These IPT scores will indicate areas of need in students' ability to demonstrate their capacity with the 21st century skills.

For the first time in VBCPS history, students were availed the opportunity to use an I-book for a classroom resource. This along with the on-line resources, means our students do not have to "power down" when entering the schoolhouse doors! Students are able to utilize their devices to access text and pertinent classroom tools. Of course, textbooks are not discarded for those students who need or prefer their use.

Finally, 10 of the 13 Middle Schools met the criteria for additional support through Title II funds and were provided with Math Coaches this year. These math coaches worked to provide teachers with the resources and instruction necessary to shift gears into the technology needs of the current state-wide assessments.

Strategic Objective 1: Engaging Students

Major Milestones	Highlights from 2012-2013

• Identified and defined 21st century skills
• Curriculum audits and updates
• Infusion of technology and model for integration
• Bring Your Own Device (BYOD)
• Initiated and expanded opportunities for STEM education
• Expansion of Dual-Enrollment Partnerships
• Approval of First Public Charter School in VBCPS
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	BYOD Survey Results
	• Teachers:
	  – 997 teachers responded (20%)
	  – 78% participated in the BYOD program
	  – Over half of respondents allowed use for non-planned activities, including note-taking, research, etc.
	• Students:
	  – 2,741 students responded (20%)
	  – 64% used cell phones as device of choice
	  – The next highest reported device used was a tablet
	  – Discipline for use of technology dropped 20%
	• Principals:
	  – 48 principals responded (50%)
	  – 85% had teachers in their buildings that participated at least one time in a BYOD activity

At the request of the School Board, following the January Strategic Plan update, a BYOD Survey was distributed at the end of the school year. While the rate of response was not as high as hoped, we did receive some pertinent information from the effort, which will serve as a starting point for a more thorough investigation into the initiative.

From our results, you will see that approximately 20% of teachers responded. Those who responded had very favorable things to say! The majority of teachers responding utilized student-owned devices in their classrooms. Those teachers reported that their students were able to use the devices for tasks beyond the teacher planned activities.

Almost the same rate of students responded. They reported that they preferred using their cell phones and tablets. Interestingly, it was noted that discipline for cell-phone use declined.

The majority of principals responded (over 50%). Of those, 85% had teachers in their buildings who participated in at least one BYOD activity.

Strategic Objective 1: Engaging Students

Priorities for 2013-2015

- Continue to revise and update remaining secondary curricula
- Ensure ample opportunities for students to participate in virtual learning experiences
- Enhance students' written and oral communication skills through vocabulary development, writing mechanics, grammar, and reading to learn through functional text
- Support student engagement through further development of problem-based learning and performance-assessment tasks
- Create opportunities for experiential and service learning
- Completion of Middle School Integrated STEM curriculum

Keeping in mind that engaging students in rigorous and relevant work is a fluid objective, our priorities for the next school years will center around continuous revision and improvement of curriculum; ensuring ample opportunities for technology-based and virtual learning; enhancing written and oral communication through vocabulary development, writing mechanics, grammar, and reading to learn, specifically through functional text; supporting engagement through problem-based learning and performance-assessment tasks; creating opportunities for experiential learning and service learning; and completing the STEM initiatives in all middle schools in the division

Strategic Objective 2:
Balanced Assessment

VBCPS will develop and implement a balanced assessment system that accurately reflects student demonstration and mastery of VBCPS outcomes for student success.

Thank you, Dr. Jenkins and Mr. Burnsworth. On behalf of the SO2 Action Team and our co-chair, Dr. George Parker, Dr. Hedrick and I will present this year's update and plans for the future. SO2 has continued work on strategic objective 2, to develop and implement a balanced assessment system that accurately reflects student demonstration and mastery of VBCPS outcomes for student success. A balanced assessment system thoughtfully employs multiple types of assessments, including, but not limited to, performance tasks, multiple choice and essay. A balanced assessment system is designed to improve learning during instruction and to measure both core subject mastery and 21st century skills.
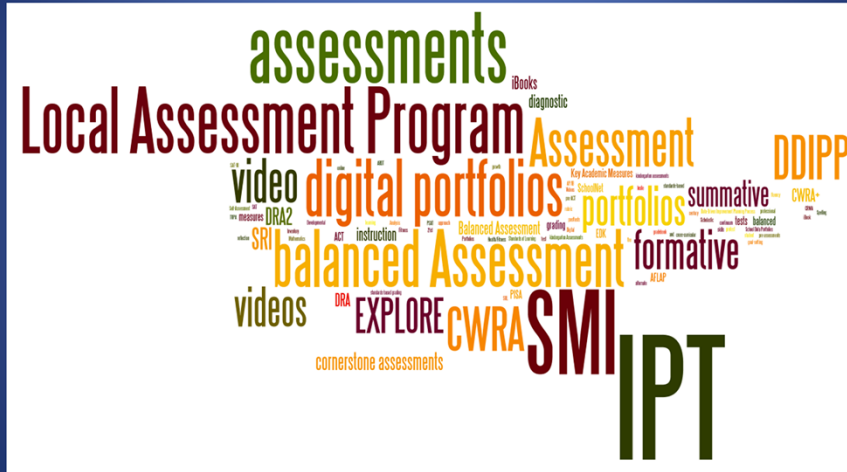
As this Wordle for SO2 shows, the balanced assessment system is comprised of a variety of assessments. In particular, to assess 21st century skills, we have developed and/or implemented the following division-wide assessments:
- The Integrated Performance Task, or IPT, in grades 4 and 7,
- The ACT Explore in grade 8, and
- The College and Work Readiness Assessment, or CWRA, in grade 11

As a result of our efforts, teachers are more knowledgeable about diagnostic, formative, and summative assessments, and use them more effectively to document student achievement and inform instruction.

Strategic Objective 2: Balanced Assessment

Major Milestones

- Identified or created 21st century assessments (e.g., IPT, CWRA)
- Revised local assessment program
- Standards-based report cards
- Digital Portfolio exploration
- Key Academic Measures
- Cornerstone assessments

Highlights from 2012-2013

21st Century Assessments:
- 4,761 grade 11 students completed the CWRA.
- 5,008 grade 4 students and 5,171 grade 7 students completed the IPT.
- 208 grade 4 students completed the California Critical Thinking Skills Test which will be used to validate the IPT.
- With support from the Department of Media and Communications, SO2 developed videos for parents explaining the IPT and the CWRA. The IPT video: http://www.youtube.com/watch?v=_EXr1EDs6Uo

The left section of this slide lists the milestones that we reported to you in January. Please allow us to take a few minutes to update you on our progress. First on the list are the 21st century assessments.

- 4,761 grade 11 students completed the CWRA. 5,008 grade four students and 5,171 grade seven students completed the IPT. Results for each assessment will be sent to schools and parents in the fall.
- 208 grade 4 students completed the California Critical Thinking Skills Test. Results of this assessment will be used to validate the IPT. Since the IPT was not purchased from an outside vendor but was developed by our school division, we want to ensure validity and reliability.
- The CWRA video was featured on Access Virginia Beach and released in December, prior to administration of the CWRA. The IPT video followed the same format and was released in March, prior to administration of the IPT. http://www.youtube.com/watch?v=_EXr1EDs6Uo Let's take a few minutes to view the video, which can be found on VBCPS You Tube and vbschools.com. (Show video)

To interpret the results of the fall administration of the IPT, schools may choose to score and analyze all tests as they have before, or score a representative sampling of the IPT and use the Data-Driven Improvement Planning Process to analyze results and inform instruction. The second option is less time-consuming and provides a structured protocol to glean valuable information. For those electing to use the DDIPP, sessions on this process will be provided to administrators at the summer administrators conference

Strategic Objective 2: Balanced Assessment

Major Milestones

- Identified or created 21st century assessments (e.g., IPT, CWRA)
- Revised local assessment program
- Standards-based report cards
- Digital Portfolio exploration
- Key Academic Measures
- Cornerstone assessments

Highlights from 2012-2013

Changes to the Local Assessment Program:

- SAT10 removed (4th grade)
- SMI administered to grade five students in the fall
- Fluency measures under development

SO2 completed its review of the Local Assessment Program in February, and principals were informed of the changes in May. Please let me take a moment to detail the changes that are listed on the screen.

- First, the SAT10 in fourth grade. Because the SAT10 does not provide significant assessment information for teachers and schools and because it is not aligned well to Compass to 2015, the SAT10 will no longer be administered to students in grade four. SO2 is pleased that we can remove this expectation for elementary schools, and fourth-grade students and teachers in particular.
- Next the Scholastic Math Inventor, or the SMI. The SMI was given this year to students in grades six – nine. In addition, students in grade five completed the SMI this spring, and those results will be used to make placement decisions in grade six mathematics classes. Feedback from middle schools was positive, and SO2 recommended that the SMI be administered to students in grade five this fall as a norm-referenced diagnostic assessment. Sessions on the interpretation and use of the SMI are scheduled for the summer administrators' conference.
- And finally, division-wide fluency measures are being developed, at teachers' request because fluency is now a state standard.

To inform parents, teachers, and students about balanced assessment, SO2 spent this year refining two online documents that highlight balanced assessment and the balanced assessment system.

Strategic Objective 2: Balanced Assessment

Major Milestones

- Identified or created 21st century assessments (e.g., IPT, CWRA)
- Revised local assessment program
- Standards-based report cards
- Digital Portfolio exploration
- Key Academic Measures
- Cornerstone assessments

Highlights from 2012-2013

Standards-Based Grading and Reporting

- Detailed information provided at May Board meetings
- Summer professional learning for teachers is being conducted
- Sessions for administrators scheduled for the Administrators' Conference
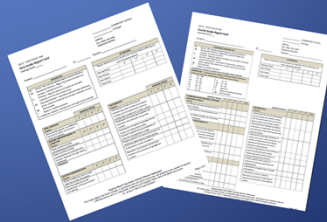
As you know, the division will implement standards-based grading in elementary schools this fall. We provided the Board with information about the process and implementation plan in May with another update scheduled in the late summer or early fall. The summer professional learning for teachers has been well-attended, with five sessions already completed and the remaining sessions almost filled. Registration for the standards-based grading sessions at the administrators' conference is ongoing. So that Edupoint can preload Virginia Beach Objectives into the elementary grade book, over 250 spreadsheets have been developed.

Strategic Objective 2: Balanced Assessment

Major Milestones

- Identified or created 21st century assessments (e.g., IPT, CWRA)
- Revised local assessment program
- Standards-based report cards
- Digital Portfolio exploration
- Key Academic Measures
- Cornerstone assessments

Highlights from 2012-2013

Digital Portfolios
- Investigated platforms for storage of portfolios

Key Academic Measures
- Updated in the fall/winter (3X/year) and made available to schools

Cornerstone assessments
- Under development/field testing

The final highlights from SO2 are progress toward digital portfolios, key academic measures, and cornerstone assessments. The concern with digital portfolios has been, and continues to be the platform for storage. The SO2 Action Team is investigating platforms for storage of digital portfolios. Impressive iBooks were submitted by robotics clubs as documentation of their work, and the action team believes the use of iBooks has merit. Key Academic Measures are being updated as end-of-year assessment data becomes available. The Scholastic Reading Inventory and the Scholastic Mathematics Inventory are relatively new, and these results will be included in the update to the Key Academic Measures.

Cornerstone assessments continue to be under development. Work will continue through the Department of Teaching and Learning.

**Strategic Objective 2:
Balanced Assessment**

Priorities for 2013-2015

- Implement standards-based grading and reporting in elementary schools; provide parents with information
- Add to video library with the development of balanced assessment videos to include formative and summative assessments
- Investigate platforms for storage of digital portfolios
- Support schools in using results of the IPT, EXPLORE, and CWRA to communicate with students and parents and to inform instruction
- Continue development of the following:
  - Division-wide measures of fluency
  - Cornerstone assessments (with SO1)

Plans are already in place for next year.

- As mentioned previously, standards-based grading and reporting will be implemented in elementary schools. The summer Apple-a-Day will provide parents with information. A PowerPoint is being developed for principals to use with parents. Feedback from teachers attending the standards-based grading professional learning sessions will be shared with the Department of Teaching and Learning to inform their work with schools during the upcoming school year.
- We will add to the video library with the development of a video on formative and summative assessments
- We will investigate platforms for storage of digital portfolios, including iBooks.
- SO2 believes it is important to support schools in using results of the IPT, EXPLORE, and CWRA to communicate with students and parents and to inform instruction
- We will continue development of division-wide measures of fluency and cornerstone assessments

**Strategic Objective 3:
Responding to Student Needs**

Each school will improve achievement for all students while closing achievement gaps for identified student groups, with particular focus on African American males.

Good afternoon, Chairman Edwards, School Board Members, Dr. Merrill and Dr. Magula.

I am Jobynia Caldwell, Director of Equity Affairs and Co-Chair of SO3. I am honored to represent thirty schools, SO3's Co-Chairs for 2012-2013, Dr. Esther Monclova-Johnson and Ms. Lavern Chatman, and our Steering Committee comprised of building and central administrators.

SO3 states: Each school will improve achievement for all students while closing achievement gaps for identified student groups, with particular focus on African American males.

The Work of Strategic Objective 3

This wordle depicts key words and phrases that reflect the work of SO3 for the past three years: leadership, equity, interventions, candid conversations about race and the impact of race on teaching and learning, as well as achievement gaps of African American males. The most important word in the wordle is the word **student**; in other words, SO3's work directly relates to two basic questions that affect students: What do we do when students know or do not know the material; how quickly can we respond to their needs? (CLICK)

Strategic Objective 3: Responding to Student Needs

Major Milestones

- K-12 Literacy Plan
- Transition programs for high schools
- Aligned school improvement process with strategic plan
- Responsiveness to Student Needs Model (RSNM)
- Revamp role of Student Support Team to Student Response Team
- Candid Conversations About Race (CCR)

Highlights from 2012-2013

- 9TH Grade Transition – "I Need A Lighthouse" conducted in all high schools
- Development of the high school hybrid schedule
- RSNM Reference Guide completed and posted on the division's SharePoint in March 2013

Major Milestones for SO3 include the following:

An articulated plan for K-12 Literacy so that students read and write on grade level;
Transition program for all students that include mentorships, specifically for high school freshmen;
Plans for Continuous Improvement for schools that are aligned with Compass to 2015;
A division and school structure for responding to student needs in a general education environment;
Guidelines developed to help school transform Student Support Teams to Student Response Teams;
Professional learning to assist participants in engaging in Candid Conversations about Race in their schools.

Highlights from this past year include on-going transition initiatives for ninth graders such as the program "I Need a Lighthouse," which used student evaluations from last year to make refinements to this year's presentation. In fact, Kathy Wakefield from the organization was awarded the distinction as a Model Partner by VBCPS. Caring adults and teens are mentors for freshmen and high school clubs are mentors for elementary and middle school students. The Hybrid High School Schedule was developed by high school administrators with input from students and teachers as a means to respond to on-time graduation rates and increased graduation requirements. The Responsiveness to Student Needs Model Reference Guide has been completed and may be used by schools as they

transform their Student Support Teams to Student Response Teams.

Strategic Objective 3: Responding to Student Needs

Major Milestones

- K-12 Literacy Plan
- Transition programs for high schools
- Aligned school improvement process with strategic plan
- Responsiveness to Student Needs Model (RSNM)
- Revamp role of Student Support Team to Student Response Team
- Candid Conversations About Race (CCR)

Highlights from 2012-2013

- Field testing of the INTERVENTIONS Module from Pearson-SchoolNet was completed in 18 schools.
- Progress was made on the development of the Social and Behavioral Pyramid of Support in the RSNM.
- Two training sessions will be offered at the August 2013 Administrators' Conference.

Eighteen schools have developed and field tested the INTERVENTIONS Module from Peason-Schoolnet; as a result, there is an ongoing effort to improve the tool for use at both elementary and secondary levels. The Social and Behavioral Pyramid of Support is beginning to take shape as school leaders, school social workers, and school psychologists identify effective, research-based interventions and resources. At this year's Administrative Conference in August two professional learning sessions are offered for elementary and secondary building leadership teams on the topics of Academic and Positive Behavioral Supports.

Strategic Objective 3:
Responding to Student Needs

Major Milestones

- K-12 Literacy Plan
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- Responsiveness to Student Needs Model (RSNM)
- Revamp role of Student Support Team to Student Response Team
- Candid Conversations About Race (CCR)

Highlights from 2012-2013

- The 6th Annual African American Male Summit was held in January 2013 at Landstown High School.

- The first African American Female Summit was sponsored by Frank W. Cox High School in June 2013 for middle and high school students.

Middle and high school students attended the Sixth Annual African American Summit at Landstown High School in January 2013. More middle school students registered than in years past and heard dozens of presentations designed to get them excited about high school. High school students conducted workshops, competed for awards in leadership, community service, and academics, and spoke to various college representatives.

Several schools have created their own female empowerment groups and sponsored summits in their schools this year such as Point O View Elementary, Virginia Beach Middle School, Frank W. Cox High School, and Ocean Lakes High School. At these summits designed specifically for females, students were given opportunities for community service, learn about career opportunities, and the importance of making positive lifestyle choices.

Strategic Objective 3:
Responding to Student Needs

Major Milestones

- K-12 Literacy Plan
- Transition programs for high schools
- Aligned school improvement process with strategic plan
- Responsiveness to Student Needs Model
- Revamp role of Student Support Team to Student Response Team
- Candid Conversations About Race (CCR)

Highlights from 2012-2013

- Differentiated CCR meetings were held across the division.
- Sixteen VBCPS staff members were trained as CCR/Critical Friends facilitators to build capacity across the division.
- To assist fragile families, the Department of Technology implemented a laptop loaner program for all students as a response to the need of access to technology for 21st century learning.

Candid Conversations about Race meetings expanded this year by offering differentiated professional learning. Division employees could choose beginning sessions to learn about the various stages of CCR; advanced participants learned group facilitation skills in sessions that covered a range of topics.

Sixteen CCR facilitators were trained in classes this past school year and are able to facilitate for faculties and instructional teams across the division. They will be used to assist schools who wish to establish their own CCR groups at their school sites.

To assist fragile families, the Department of Technology implemented a laptop loaner program for all students in need. This is a response to provide access to technology for 21st century learning. This is an on-going initiative; efforts are in place to increase the use of the loaner program for 2013-2014 for families.

Strategic Objective 3: Responding to Student Needs

Priorities for 2013-2015

- Continue implementation plan for RSNM.
  - Design RSNM/SRT informational brochure.
  - Offer training to volunteer schools.
- Develop training on Social and Behavioral Pyramid and the Tiers of Intervention.
- Plan and prepare for the 7th Annual African American Male Summit.
- Design and conduct seminars during the 2013-2014 school year for middle and high school females.

The focus for the next two years will be developing and expanding professional learning opportunities to support the work of schools. The Steering Committee will continue its implementation plan that includes distributing and informational brochure of the Responsiveness to Student Needs Manual at the Administrative Conference. It will continue to refine and update Tier II and Tier III Interventions and Resources, find gaps in the interventions available, and provide training for schools who volunteer to use the structure, the processes, and the SchoolNet tool INTERVENTIONS.

The seventh annual African American Male Summit will take place at Bayside High School in 2014 and the eighth summit will return to Tallwood High School in 2015 where it all began. The summit broadens its scope in that it is one action of several actions taking place at the secondary schools to encourage scholarship, leadership, and service.

Four Seminars will be held for middle and high school females (Beach Girls Rock) during the 2013-2014 school year. Female leadership groups at the high schools will host middle school students at four sites: Kempsville High School, Frank W. Cox High School, Ocean Lakes High School, and Bayside High School. The focus will be on careers for women in the 21st century, particularly STEM related fields. Parents are welcome to attend.

Strategic Objective 3:
Responding to Student Needs

Priorities for 2013-2015

- Offer differentiated Candid Conversations about Race (CCR) meetings for all schools.
- Continue "I Need A Lighthouse" and other transition programs.
- Build positive social and behavioral interventions and expand their use in elementary and secondary schools.
- Support Plans for Continuous Improvement as schools embed SO 1, SO 2, and SO 3 strategies to improve teaching and learning for all children.

As you can see, much of SO3's work is ongoing similar to the other Strategic Objectives. We will continue to support schools as they embed SO1, SO2, and SO3 strategies in their Plans for Continuous Improvement to improve teaching and learning for all children.

At this time I would like to introduce Ms. Kathy O'Hara/Co. Chair of SO4.

**Strategic Objective 4:
Creating Opportunities**

VBCPS will create opportunities for parents, community, and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success.

Good afternoon, it is my pleasure to serve as co-chair of Strategic Objective 4 along with Larry Ames. As you are aware, the imperative for the SO 4 action team is to engage parents and the community in the work of Virginia Beach City Public Schools.

The Work of Strategic Objective 4

I pleased to say the team has risen to that challenge admirably, from scheduling extensive parent programming to feeding hungry children over weekends to working to bridge the digital divide among families. We've kept our eye on the prize because we know if you engage parents and the community in schools, children will be in a better position to succeed. Many, many partners have stepped forward over the years to work with us on that worthy goal -- like Children's Hospital of the King's Daughters which has provided many guest speakers for our Parent Connection seminars and School Liaison Officers at JEB Little Creek, Fort Story and Oceana who have worked along side our staff to ensure our military children can make smooth transitions in and out of our school system. We are fortunate in Virginia Beach that so large a segment of our community is willing to lean into the plow on behalf of the children of Virginia Beach City Public Schools.

A key to success is having a structure in place that helps organize all these volunteer efforts. For SO 4, the connecting force is our Office of Community Engagement, which does its magic under the leadership of Director Eileen Cox. At this point, I would like to ask Mrs. Cox to share SO 4 highlights from a busy and productive 2012-2013 school year. When she concludes, I will close by sharing the priorities for next school year.

Strategic Objective 4: Creating Opportunities

Major Milestones

- Parent Connection Initiatives
- Parent Portal
- Beach Bags
- VA Star Program
- Video series highlighting *Compass to 2015*
- Supporting efforts of other strategic objectives

Highlights from 2012-2013

- Expanded monthly Parent Connection offerings to include new sessions on anti-bullying efforts in the schools, the "teen mind" and "taming the spirited child."

- Completed second year of award-winning Parent Connection Technology Academy. One session was offered at additional sites through distance learning labs at Ocean Lakes, Bayside and Tallwood high schools.

- Launched the first VBCPS *Art of Being a Military Child* K-12 art contest with military partners. Student artwork was displayed at the Lynnhaven Mall. Fifty-nine of the submissions were selected by the Military Child Education Coalition (MCEC) for use in national publications.

Good morning. Today, I will share with you the progress that we are making in several key areas, beginning with our signature effort - Parent Connection.

As you know, Parent Connection is the umbrella initiative under which many of our outreaches fall. This school year, we hosted 10 monthly workshops and sessions for parents. Besides offering return sessions on ever-popular topics like college preparedness, we addressed new topics such as anti-bullying efforts in our schools; the teenage mind; and taming the spirited child. More than 900 parents, grandparents and even a few staff members attended the sessions representing 58 of our schools and centers.

We also completed the second year of the Parent Connection Technology Academy. You may recall from previous presentations that ATC students develop and present the curriculum for this 10-month academy under the supervision of their teacher Linda Lavender. Their goal is to help parents and grandparents gain needed technology skills to allow them to assist their children with projects and homework. New this school year – we offered one of the more popular sessions, using PowerPoint, via distance learning at Ocean Lakes, Bayside and Tallwood high schools. We are now considering this delivery method as an option in the current school year.

A new addition to the Parent Connection line up in 2012-13 was the first-ever VBCPS Art of Being a Military Child art contest. The school division, local military commands and Lynnhaven Mall worked together to host this event. Children submitted art work that reflected the challenges and opportunities associated with being a military child. Winners

at the elementary, middle and high school levels were announced at a reception at the mall, where artwork was on display. Many of the submissions were also selected by the Military Child Education Coalition for use in the groups national publications and on its website.

**Strategic Objective 4:
Creating Opportunities**

Major Milestones

- Parent Connection Initiatives
- Parent Portal
- Beach Bags
- VA Star Program
- Video series highlighting *Compass to 2015*
- Supporting efforts of other strategic objectives

Highlights from 2012-2013

- Received *2013 MCEC Pete Taylor Partnership of Excellence Award* for creating opportunities and providing resources to ease the transition for military-connected families and students enrolling in the school division.

- Increased social media outlets and used them as a marketing tools to publicize opportunities, outreaches and events which support families and student achievement.

This is just one example of our school and military communities working together to support and celebrate our families. There are many, many others. In fact our partnership is so extensive the Military Child Education Coalition awarded VBCPS and the local military commands the 2013 Pete Taylor Partnership of Excellence – in essence naming our partnership the best in country. In awarding the honor, MCEC noted the work of school division staff and the military's school liaison officers to help ease the transitions of military-connected students into and out of Virginia Beach City Public Schools.

By the way, we have promoted the fruits of our partnerships with the military and other community agencies extensively via our social media channels. We believe that conversational push has had big results. I know that it drew quite a few people to Lynnhaven Mall to see the Art of Being a Military Child exhibition.

Strategic Objective 4:
Creating Opportunities

Major Milestones

- Parent Connection Initiatives
- Parent Portal
- Beach Bags
- VA Star Program
- Video series highlighting *Compass to 2015*
- Supporting efforts of other strategic objectives

Highlights from 2012-2013

- Launched a Parent Portal marketing plan; strategies included email to parents; information/reminders posted on VBCPS social media channels (Facebook and Twitter); and published articles in *Kaleidoscope* and parent newsletter, *Apple-A-Day.*

- As a result, parent enrollment increased by 5.1 percent in SY 12/13

At the last School Board retreat, the Board voiced the collective belief that Parent Portal was an important way for parents to stay in touch with their children's academic achievement. Out of that dialogue you gave us the charge to improve parent enrollment in this service.

And so we did. We built an email mailing list of all parents who weren't enrolled in Parent Portal and we contacted them directly to market those benefits. All total we sent out approximately 41,000 emails. We also used our social media vehicles to remind folks to sign up as well as our publications. When all was said and done, we increased overall enrollment by 5.1 percent. In 2011-12, 42 percent of our eligible parents had signed on. At the end of this past school year registration stood at 47.1 percent.

We will continue to work on that front.

Strategic Objective 4:
Creating Opportunities

Major Milestones

- Parent Connection Initiatives
- Parent Portal
- Beach Bags
- VA Star Program
- Video series highlighting *Compass to 2015*
- Supporting efforts of other strategic objectives

Highlights from 2012-2013

- Distributed 5,840 Beach Bags through VBCPS central office since September 2012
- Benefitted from $10,400 in monetary donations
- Held three Beach Bags food drives in conjunction with community partners and military personnel at JEB Little Creek/Ft. Story. As a result:
  – 3,200 complete bags were packed
  – 1,400 partial bags ready for completion
  – Able to sustain summer distributions

As you know, our Beach Bag program provides meals to some of the division's neediest students over weekend and holiday breaks. I am pleased to say the program grew by leaps and bounds this past school year. Some of our highlights include:

- More than 5,840 bags of food were distributed by VBCPS central office alone.
- $10,400 in monetary donations helped support food purchases
- Three food drives were held in January, April and June with support from our military and community partners. As a result, 3,200 complete bags were packed and 1,400 additional bags that needed hard-to-get supplies like shelf-stable milk were readied for completion. Many of those bags were distributed in the spring.
- As a result of these efforts we have been able to sustain summer food distributions.

Strategic Objective 4:
Creating Opportunities

Major Milestones

- Parent Connection Initiatives
- Parent Portal
- Beach Bags
- VA Star Program
- Video series highlighting *Compass to 2015*
- Supporting efforts of other strategic objectives

Highlights from 2012-2013

- Strengthened VA STAR program through a partnership with VB police to secure 235 computers slated for destruction.

- Received VA STAR donations of 20 computers and 18 printers from two local military commands and the National Oceanic and Atmospheric Administration (NOAA).

- Distributed 130 computers at no cost to low-income families at events in November and May.

- Distributed approximately 3,800 laptop computers to students for use in school year 2012/13 through the Department of Technology's laptop loaner program.

Kathy mentioned earlier that we are working diligently to help bridge the digital divide. One program that allows us to do that is the Virginia STAR program. The school division receives donated computers from government agencies, the hard drives are wiped clean and students at the ATC re-image them as part of the A+ Computer Repair class. Through an application process, families are selected, based on need, to receive the computers at not charge. (Families cannot already have a computer in the home.)

You may have seen on the news back in the fall, the VB police department donated 235 computers seized from an online gambling ring. In addition, we received 20 computers and 18 printers from other agencies.
For the first time, the division hosted **two** computer giveaway events, distributing 130 computers to low-income families in our schools.

Also in an effort to bridge the digital divide, were supported communication outreaches for the Laptop Loaner program, organized through the department of technology.
Approximately 3,800 laptops were given out at middle and high schools for use during the 2012-13 school year.

Strategic Objective 4:
Creating Opportunities

Major Milestones

- Parent Connection Initiatives
- Parent Portal
- Beach Bags
- VA Star Program
- Video series highlighting *Compass to 2015*
- Supporting efforts of other strategic objectives

Highlights from 2012-2013

- Produced two award-winning feature videos which highlight student achievement and community engagement to support *Compass to 2015* outcomes.

- Featured *Compass to 2015* strategic objectives and related learning opportunities each month on VTBV program *Access Virginia Beach.*

- Releasing newest *Compass to 2015* video which showcases how teaching and learning has changed under strategic plan.

As you know, part of the success of Compass to 2015, is that it has relevance to our community. As a result, the SO 4 action team has worked beyond our strategic objective to promote the work of Compass to 2015 as a whole. Video has been an important strategy in that regard.

For example, you may remember two videos initially shown at Dr. Merrill's Future Focus. The story of Ocean Lakes' football star Brandon Simmons' academic success highlighted the core tenets of Strategic Objective 3. In other words, responding to student need is a powerful way to change lives. The second video was the story of a caring teacher and a wonderful community-school partnership. In this video we highlight how teacher Laura Beth Laver and the Anchor Club at Cooke Elementary meet the needs of homeless children with after school care and tutoring. By the way, both of these videos earned Awards of Excellence from the National School Public Relations Association.

Highlighting successes visually is important. That's why we also feature Compass to 2015 strategic objectives and related learning opportunities each month on the VBTV program *Access Virginia Beach.*

Soon, we will release the latest in our Compass to 2015 video series which focuses on how teaching and learning has changed since the strategic plan was implemented. In a minute I am going to give you a sneak preview of that video. However, before I do that let me say that the SO 4 action team recorded many other accomplishments, from working with SO 3 to promote the African American Male Summit to working with the VBEA to launch a

mentorship effort involving retired teachers to expanding mentorship resources for schools. Time won't permit me to address all of our initiatives, but I hope gave you a good sense of what's taking place.

So, now it's show time for our new video. After that, Kathy will give you a quick look at priorities for next year.

Strategic Objective 4:
Creating Opportunities

The Compass to 2015 Classroom

Strategic Objective 4:
Creating Opportunities

Priorities for 2013-2015

- Develop and launch new parental engagement survey; use data to recalibrate work under Strategic Objective 4, specifically to help retool Parent Connection offerings.

- Develop and implement student engagement plan.

- Continue to align Partner in Education opportunities and Virginia Beach Education Foundation grants with *Compass to 2015*.

Just very quickly, long time board members will remember we commissioned a Parent Involvement Survey in 2007 and used the results of that market research to build parent engagement plans. We would like to refresh that research. We believe it's time to go back to the well and ask our parents once again what they need, what barriers they are encountering to get involved, what we're doing that works and what we're doing that doesn't. We expect to retool some Parent Connection offerings based on our findings.

Also on our work agenda is the development of a student engagement plan. Typically school communications are aimed at parents, employees and partners. We often talk through and around students about what we believe is best for them. We think some direct communication with students from the division level may be warranted.

The Education Foundation and our Partners-In-Education program have worked diligently to align their opportunities with Compass to 2015. But alignment is not a one-time calibration. As the work of Compass continues to evolve, we need to make sure that alignment is still intact.

SO 4 is perhaps the most fluid of the five objectives. We don't have to navigate the complexities of federal and state mandates. We don't have to require our stakeholders to get extensive professional development before they contribute to our students' well-being. The need to involve our community is always with us and there are countless ways to do so imaginatively and innovatively. What I have just outlined may be priority areas, but they are by no means exhaustive. Our action team is like a lighthouse whose beam continually

scans the horizon for win-win opportunities. It certainly will do just that in 2013-14.

**Strategic Objective 5:
Capacity Building**

VBCPS will be accountable for developing essential leader, teacher, and staff competencies and optimizing all resources to achieve the school division's strategic goals and outcomes for student success.

Thank you, Kathy.

Good afternoon. I am James Pohl and I will be presenting on behalf of Strategic Objective 5 and my co-chairs, Dr. Sheila Magula and Ms. Shirann Lewis.

As you know, Strategic Objective 5, or as we refer to it SO5, is focused on capacity building. Specifically, VBCPS will be accountable for developing essential leader, teacher and staff competencies and optimizing all resources to achieve the school division's strategic goals and outcomes for student success.

The Work of Strategic Objective 5
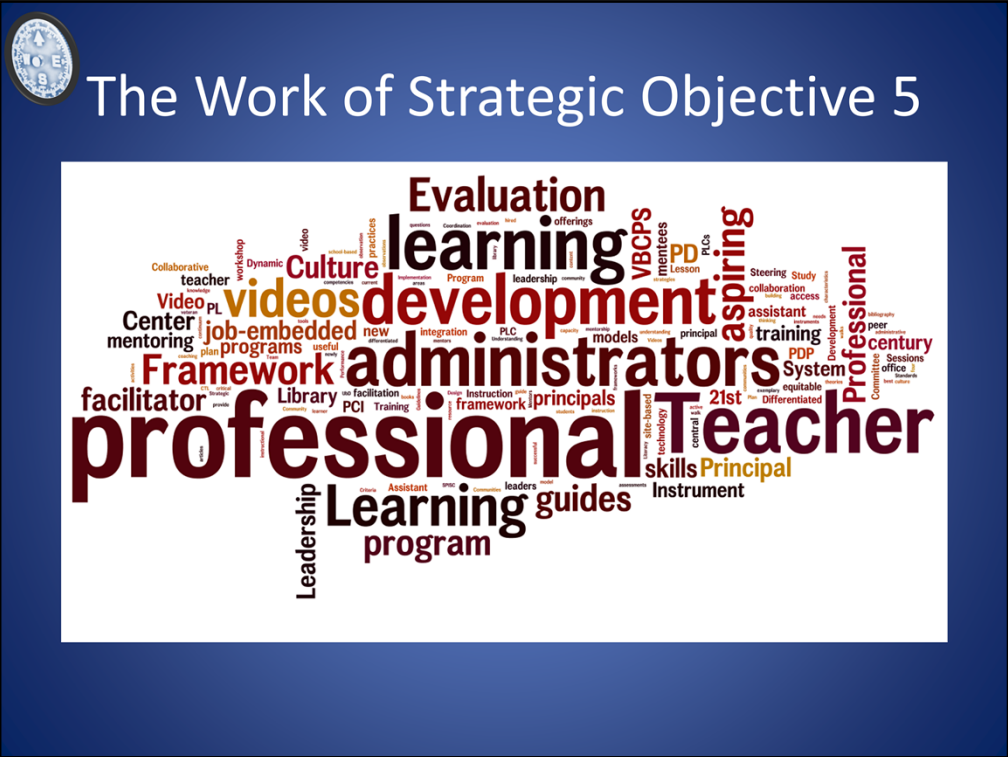
As you see in this wordle, SO5 plays a support role to ensure the very best instruction is happening in all classrooms across our division. Our objective focuses on professional learning for teachers, administrators and support staff – building capacity by nurturing the growth of future administrators, highlighting exemplary teaching and sharing ideas through a comprehensive video library – developing and implementing the best evaluation instruments for teachers and administrators.

Strategic Objective 5:
Capacity Building

Major Milestones

- Professional Learning Communities
- Dynamic Video Library
- Collaborative Learning Culture Framework
- Center for Teacher Leadership
- LEAD Virginia Beach
- Teacher evaluation instrument and rubric revisions

Highlights from 2012-2013

- Funds provided for elementary, middle, and high school teachers to have time for collaboration during the school day
- Held seven Focused Literacy Learning Community sessions for elementary principals; Professional Learning for Principals by Principals
- Developed two additional videos for the Dynamic Video Library; Data Video Series and Algebra 1. Added as links to the Collaborative Learning Culture Framework for SO1 and SO2

Although Strategic Objective 5 highlights for the 2012-2013 school year are numerous, they remained focused on building the capacity of principals, teachers, and staff.

During the 2012-13 school year, elementary, middle and high school teachers were provided funds to hire substitute teachers. This allowed teachers to collaborate with their colleagues during the school day to discuss student work, examine student assessment data, and review instructional standards and curriculum resources in order to develop the most appropriate learning plans for students.

Principals continue to embrace the concept of Professional Learning Communities and to establish a culture of continuous learning and growth. As a part of this growth, twenty two elementary principals met seven times this year to discuss educational trends, share instructional best practices in reading/language arts and mathematics, look at and interpret student data, and dig deeper into the curriculum. This professional learning was designed for principals and delivered by principals not only to discuss the importance of the content, but also to model the importance of job-embedded professional learning.

Providing ways for principals and teachers to observe best instructional practices continue to be a focus for SO 5. This year two additional videos will be added to the dynamic video library. The Department of Planning Innovation and Assessment produced a data series video collection and the Department of School Leadership produced an Algebra 1 video. Both videos are added as links to the Collaborative Learning Culture Framework.

Strategic Objective 5:
Capacity Building

Major Milestones

- Professional Learning Communities
- Dynamic Video Library
- Collaborative Learning Culture Framework
- Center for Teacher Leadership
- LEAD Virginia Beach
- Teacher evaluation instrument and rubric revisions

Highlights from 2012-2013

- LEAD Virginia Beach:
  - Appointed 24 mentors for new principals and assistant principals
  - Selected First Aspiring Administrators' Cohort
  - Established first Summer Institute for new and probationary principals
- Center for Teacher Leadership supported Professional Learning for VBCPS teachers
- New Teacher Evaluation Process and Instrument introduced and utilized

LEAD Virginia Beach is the refreshed and redesigned professional learning program for aspiring administrators and current administrators. The Department of School Leadership appointed 24 mentors to coach and mentor new principals and assistant principals. The mentoring program continues to be a valuable and beneficial program for these administrators.   Pairing up individuals and having meetings throughout the year has helped to develop a support structure that assists with not only the growth of the individual, but also with the growth of our school division.

The first cohort for the Aspiring Administrators program has been selected. The applicants went through a multi-tiered selection process, including application review, panel interview, and a written exercise. A meet and greet was held in May for the cohort and they received their first assignment which is reading the book *Mindset* by Carol Dweck. Each participant set up an Edmodo account in order to participate in the online book talk with colleagues.

Ten new principals and sixteen principals within their first three years of service participated in the Summer Institute in June. Participants received information from central office departments and veteran principals, including key tips from HR, Budget and Finance, and Media and Communications. Veteran principals shared their experiences and provided tips for developing a 100 day entry plan. Comments from all participants indicated that the professional learning activities were informative and engaging.

The Center for Teacher Leadership (CTL) supported the professional learning of VBCPS

teachers throughout the 2012-13 school year. Teacher leaders facilitated 57 school division learning activities for 863 teachers. A new and expanded support program was implemented for teachers seeking National Board Certification to support our veteran teachers in professional growth. For our new teachers, 277 novice and provisionally licensed teachers received mentoring services from the New Teacher Mentoring Program coordinated by the Center for Teacher Leadership.

The new teacher evaluation process and instrument were introduced and utilized throughout the 2012-13 school year with support from HR. This new instrument was rolled out in an online format using the software package from TalentEd. This allowed administrators and teachers to communicate and collaborate on goals, formative growth and observations in an online discussion as well as a face-to-face discussion. Within the online format a new mini-observation tool was rolled out helping to encourage administrators to visit classrooms and observe instruction multiple times with each teacher in addition to their formal observations. This year, 7,311 mini-observations were entered into the TalentEd software application, exclusive of the formal observations.

Strategic Objective 5:
Capacity Building

Priorities for 2013-2015

- Implementation of the Principal and Assistant Principal Evaluation System
- Full implementation of LEAD Virginia Beach:
  - First Aspiring Administrators Program Cohort
  - Systematic Professional Learning Program for Assistant Principals
  - Redesigned Professional Learning for Principals
- Annual mandatory Online Training
- Linking resources to the Collaborative Learning Culture Framework
- Development and launch of a professional learning plan for instructional teacher assistants

The new processes, forms and rubrics for the evaluation of principals and assistant principals was developed this year with teams of school-based administrators. The school division met the Virginia Department of Education's requirement for an effective date of July 1, 2013. All school-based administrative teams will be trained this summer by the Departments of School Leadership and Human Resources. Support will be provided to the schools throughout the implementation process.

VBCPS is taking a proactive role in developing and expanding the knowledge of its school leaders. LEAD Virginia Beach, the professional learning program for aspiring and current administrators, will begin full implementation in September. The first aspiring administrators' group begins with a session on team building as well as getting to know your individual strengths in order to build on them. There are 20 participants in the first cohort and all sessions are held after work hours.

In addition to the aspiring administrators' program, a systematic professional learning program for assistant principals and the redesigned professional learning for principals will be launched beginning in the fall. The multi-tiered program is a part of a comprehensive succession plan for developing a deeper and more diverse pool of highly qualified leaders to LEAD Virginia Beach City Public Schools.

We will continue to explore ways to provide online training to our employees in efforts to expand opportunities to non-instructional employees for recertification.

Videos and other resources will continue to be linked to the collaborative learning culture framework for teacher and administrator use located on the divisions intranet. The resources are aligned with the division's strategic plan and linked in a visible format that connects Compass to 2015.

Teacher assistants (TAs) provide a valuable support for students in the classroom working side-by-side with the classroom teacher. It is important to ensure that their skills in working with children, their understanding of the developmental needs of the age group, and their knowledge of best practices are current. For this reason, the SO5 team will develop and implement a focused plan for professional learning opportunities for TAs that will be differentiated by the groups' instructional assignment, such as kindergarten or physical education.

It is now my pleasure to turn the presentation back to Dr. Robertson.

Measuring Goal Attainment

Strategic Goal:
By 2015, 95 percent or more of VBCPS students will graduate having mastered the skills they need to succeed as 21st century learners, workers, and citizens.

- Measure: Percentage of a given class who completed a credential within five years.
  - Cohort Completion Rate published by Virginia Department of Education (VDOE)
  - Includes all diploma types, GEDs, and Certificates of Completion
  - Allows students five years rather than four to complete credential
  - Students completing a credential will have mastered the skills needed to succeed by design of the curriculum

Thank you Dr. Pohl. To bring this presentation full circle, I will now share progress on the one goal of Compass to 2015.

As you may recall, at last summer's School Board retreat we provided you with a plan for measuring the strategic goal shown on the slide. The plan focused on the 5-year completion rate. Feedback from the retreat indicated that many School Board members supported the use of the cohort completion rate published by the Virginia Department of Education.
CLICK
This rate includes students who earn GEDs. Including students who earn GEDs is not inconsistent with VDOE policies in that the graduation and completion index used for state accountability awards partial credit to divisions for students who earn GEDs or other outcomes.
CLICK
Allowing students five years to complete a credential rather than four years is also consistent with VDOE policies to award partial credit to school divisions for students who are still enrolled in school beyond their expected graduation date. Further, an August 2012 article in *American School* regarding late graduates reported that late graduates are nearly as successful in life after high school compared to similar students who graduated on time, and the author stated that "districts should be given the credit they deserve for keeping up with students who fall behind and stick it out until they earn their high school diploma."
CLICK
We also heard your feedback at the retreat that moving forward, VBCPS will consider students' graduation or completion of a credential as evidence that they have mastered the skills needed to succeed as 21st century learners, workers, and citizens as a result of the curriculum design and opportunities provided throughout their educational career in

VBCPS.
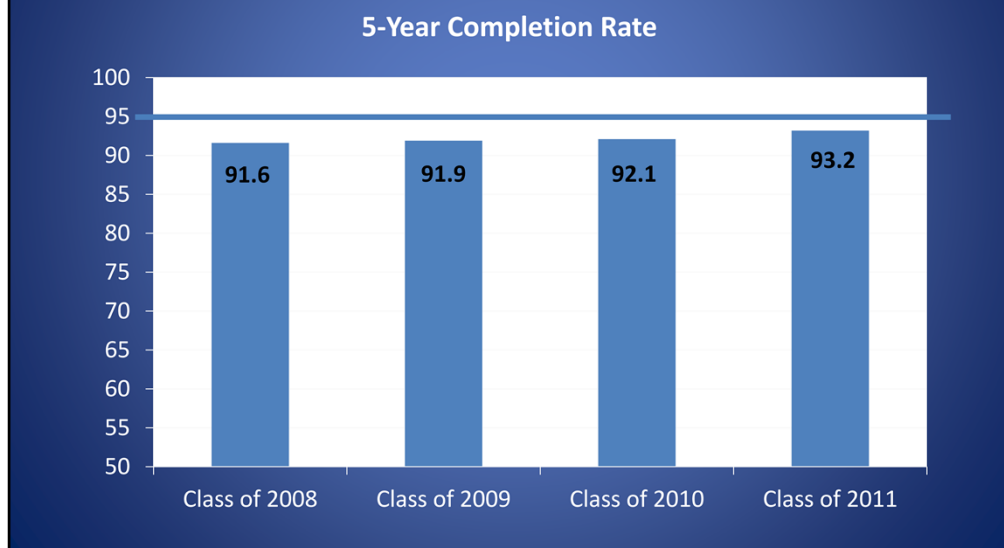
As you can see from this chart, we are continuing to make progress toward our strategic goal with the Class of 2011 having a 93.2% completion rate, representing a 1.1% increase from the class of 2010.

Next Steps

- September 2013 – Summary of feedback received and responses from Strategic Objective Teams

- December 2013 – Develop strategic planning model and management plan

- November 2014 – Adopt 2015-202? Strategic Plan

Our next steps include taking the feedback you will give to us in a few moments to develop a response to be shared at a board meeting in September. In December we will begin the formal process of creating a strategic planning model and management plan with the end goal to have the board adopt the next strategic plan in November 2014.

Small-Group Discussion

What, if any, clarifying questions do you have about the priorities listed for 2013-2014?

Looking at the priorities we have identified for 2013-2015, would you say that we have made the right choices or does the School Board have other ideas?

At the conclusion of the presentation, the School Board members engaged in small group discussions focused on the following questions:

1. What, if any, clarifying questions do you have about the priorities listed for 2013-2014?
2. Looking at the priorities we have identified for 2013-2015, would you say we have made the right choices or does the School Board have other ideas?
3. What are two or three of the most important outcomes that you would like to see emerge from the next strategic planning cycle? Why do you think it is so important?